**K-5 Math Lesson Plan**

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| **Teacher:**  **Monica Ryan**  **Tashia Dorsey**  **Sedalia Elementary** | | | **Grade:**  **2** | | | **Date(s)**:  **Day 5 of Task 4** |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Fill in the chart to show your findings to the PTA treasurer. Your chart should include how much was in inventory, how much needs to be bought, and how you determined this for each item. | | |
| **Essential Question(s):**  How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Overhead * Inventory Investigation Parts 1, 2, 3, 4 * School Inventory Sheet * Base-ten Blocks | | **Student:**   * Pencil * Math Journal * Base-ten Blocks * Inventory Investigation Parts 1, 2, 3, 4 * School Inventory Sheet | | | Place Value  Hundreds  Tens  Ones  Skip Counting  Counting On | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1:** *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.*  **2.NBT.3:** *Read and write numbers to 1,000, using bade-ten numerals, number names, and expanded form.*  **2.NBT.4:** *Compare two three-digit numbers based on meanings of the hundreds, tens, and one digits, using >,=, and < symbols to record the results of comparisons.*  2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.* | | | | | |
| **I Can Statement(s):**   * I can skip-count by 5’s, 10’s and 100’s to 1,000. * I can read two numbers and decide which is larger or smaller. * I can use the <, >, or = symbols to show which number is larger, smaller or equal to the same value. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Students will be placed in groups of 4-5. Each group will be given a different hundreds board up to 1,000. Some groups will skip count by 10’s, 5’s or 2’s by coloring in the boxes. Then student groups will come to the front of the class and using their hundreds board they will lead a skip count aloud for all students. | | | | | |
| **Teacher Directed:**  Teacher will lead students in using a number line to skip count (already completed just reinforcing) instead of a hundreds board by 100’s, 10’s, 5’s and 2’s. Students will be given the Inventory Investigation Part 4 sheet (the one that has NOT been filled in with headings). Using the overhead, students and teacher will have the school store inventory shown. Together, teacher and students will fill in the headings. | | | | | |
| **Guided Practice:**  Then we will use the supplies brought in from the beginning of the year in order to help fill in the missing blanks; is how much was in the inventory (standard form) and how much needs to be bought (standard form) and the problem solving strategy they used. We will count out the materials together, one material at a time. This way students’ will have hands on materials to help represent the problem solving strategy. | | | | | |
| **Independent Practice:**  Students will be given the Inventory Investigation Part 4 sheet (the one that has been filled in with headings). Using the overhead, students will have the school store inventory shown. They will then use their prior materials from tasks 1, 2, and 3 along with the number lines in order to help them fill in the missing blanks which is how much was in the inventory (standard form) and how much needs to be bought (standard form) and the problem solving strategy they used. Teacher will have other copies of the inventory for students who need it at their seat. | | | | | |
| **Closing/Summarizing Strategy:**  Students will come to the board and to answer the How was the amount to be bought determined once the teacher has made her comments on the student work. This way students’ will be able to discuss and teach others. If something is incorrect or has another way to read the outcome, this gives an opening for discussion or either a different view of how it could be completed. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | * Create your own chart to show findings to the PTA treasurer. * Come up with your own way to show your findings. | | | | |  | | --- | | * Use pre-labeled chart to show findings (may not include all items depending on previous intervention strategies). | | | | |  | | --- | | * Use a pre-labeled chart to show findings. * Depending on their level of proficiency, you may need to limit the number of items they have to fill in. | |
| **Assessment(s):**  Use students’ journals as another informal assessment for understanding. Students will fill in the created story problem:  “If I need 1000 of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I made \_\_\_\_\_800\_\_\_\_\_\_, how many more do I need to make?”  Students will skip count using 10’s from the number that was given up to a thousand, writing each number in their journal.  “If I need 1000 of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I made \_\_\_\_\_\_\_\_\_\_\_\_\_\_, how many more do I need to make?”  Students will skip count using 100’s from the number they made up to a thousand, writing each number in their journal. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |